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ANNUAL REPORTS

OF THE

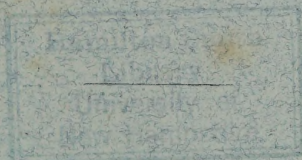
TOWN OFFICERS

OF THE

TOWN OF LYNDEBOROUGH

FOR THE

YEAR ENDING MARCH 1, 1878.



NASHUA, N. H. :
MOORE & LANGLEY, BOOK AND JOB PRINTERS.
1878.

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REPORT.

The Selectmen and Treasurer respectfully present to the town of Lyndeborough their Annual Report of the receipts and expenditures for the financial year ending March 1, 1878.

Amount of taxes assessed April 1, 1877, and ordered into the treasury \$4,665 53

RECEIPTS.

Balance in the treasury March 1, 1877 . .	\$772 51
Received State Savings Bank tax	141 56
“ Literary fund	86 00
“ Railroad tax	73 92
“ Interest on Israel Cram fund	24 00
“ Interest on town Literary fund . . .	43 26
“ Cash on notes	145 00
“ of Charles F. Tarbell, balance on his collection of 1875	1,067 00
“ of Charles F. Tarbell, on his collection of 1876	2,187 00
“ of Charles F. Tarbell, on his collection of 1877	2,223 37
“ of Charles F. Tarbell, tax interest on taxes of 1875	20 00

\$6,783 62

EXPENDITURES.

Paid State tax	\$688 00	
County tax	392 11	
		<hr/> \$1,080 11
Paid School District No. 1	\$125 11	
" " 2	91 00	
" " 3	255 04	
" " 4	69 72	
" " 5	83 00	
School-house tax, Dist. No. 5	18 00	
School District No. 6	105 85	
" " 7	113 86	
School-house tax, Dist. No. 7	65 18	
School District No. 8	52 41	
" " " 9	62 70	
" " " 10	19 36	
		<hr/> \$1,061 23
Paid Town bond	\$1,000 00	
Interest on town bonds	758 00	
Jonathan Stephenson, Overseer of the Poor	360 00	
Abatement on taxes of Lyndeboro' Glass Co., for the years 1874-5-6	117 17	
Charles F. Tarbell, abatements on col- lection of 1876	59 60	
Non-resident tax worked out	132 25	
		<hr/> \$2,427 02

BREAKING ROADS, SPRING OF 1877.

Paid Henry Bowen	\$11 10	
Asa Hill	10 70	
William P. Holt	9 50	
George M. Cram	31 64	
Mark E. Morse	4 35	
David C. Grant	11 25	
Franklin Senter	7 42	
Moses C. Fuller	26 58	
Charles Young	2 25	
Edwin N. Patch	6 00	
Jotham S. Stephenson	1 35	
Levi P. Spalding	3 15	
David P. Hartshorn	3 90	
		<hr/> \$129 19

BREAKING ROADS, WINTER OF 1878.

Paid Aaron W. Russell	\$3 90	
Erwin D. Wilder	9 52	
John H. Goodrich	5 96	
E. P. Duncklee	16 30	
Franklin Senter	4 32	
Martin Whitney	7 82	
Jason Holt	3 37	
William H. Clark	6 45	
Jotham Hildreth	3 27	
William W. Burton	3 45	
Jotham S. Stephenson	2 70	
Levi P. Spalding	10 35	
Benjamin Gould	2 85	
Joseph Blanchard	2 10	
Henry H. Joslin	9 40	
George Chenery	4 95	
		<hr/>
		\$96 71

EXTRA REPAIRS ON ROADS AND BRIDGES.

Paid Jason Holt, labor on bridge near Fazzard's mill	\$108 37	
Jason Holt, lumber and labor on the bridge near L. Wheeler's	9 00	
Jason Holt, lumber and labor on bridge	39 37	
C. Henry Holt for lumber	4 27	
William L. Savage for lumber	49 00	
Martin Whitney, repairing road	39 55	
Benjamin Gould, labor	1 50	
Charles E. Keys	45	
C. Hopkins, bridge plank	30 25	
Walter Ordway, repairing road	6 15	
Henry H. Joslin, " "	9 00	
		<hr/>
		\$296 91

MISCELLANEOUS BILLS.

Paid George Rose, on report	\$62 00	
Adoniram Russell, on report	40 00	
Levi P. Hadley, "	57 00	
L. G. Brown, "	60 00	
N. T. McIntire "	40 00	
Charles F. Tarbell "	25 00	
Moore & Langley, printing Town Reports	25 00	

Paid Jason Holt, for police badge . . .	\$7 75
George C. Cady, damage to carriage . . .	10 00
For return of births and deaths . . .	5 25
John Deliver, sexton, service . . .	3 00
Rufus Chamberlain	18 50
Levi P. Hadley, damage to calf . . .	5 00
Edwin N. Patch, damage to sheep . . .	11 00
John T. Parker, damage to sheep . . .	5 00
Peter Clark, damage to sheep . . .	6 00
David Holt, over tax	10 50
Andy Holt, over tax	10 50
Henry H. Joslin, over tax	10 50
John Chenery, over tax	1 05
Alvaro Buttrick, watering-trough . . .	3 00
John H. Goodrich, "	3 00
Isaac Law, "	3 00
Charles F. Tarbell, stationery	4 82
Adoniram Russell, for entertaining tramps	5 25
John C. Ordway, care of town house . .	5 00
George E. Clark, surveying town lines .	75
Levi P. Hadley, cash paid for council .	3 00
" " cash paid on fox bounty	12 20
Levi P. Hadley, cash paid out	7 80
Charles F. Tarbell, services as collec- tor in 1875	90 00
	<hr/>
	\$550 87

DEMANDS AGAINST THE TOWN.

Town Bonds	\$12,000 00
Interest on Bonds	300 00
Notes with int. computed to March 1, 1878	1,212 00
	<hr/>
	\$13,512 00
Due School District No. 2	\$4 82
" " 5	6 19
	<hr/>
	\$11 01
Due S. G. Brown, services as Superintend- ing School Committee	\$70 00
Levi P. Hadley, services as selectman .	86 00
Adoniram Russell " "	43 75
Jason Holt, " "	34 62
Charles F. Tarbell, town clerk	20 00
Charles F. Tarbell, on completing his collections of 1876-7	160 00
N. T. McIntire, town treasurer	30 00
Orders drawn and not paid	24 34
	<hr/>
	\$468 71

NOTES DUE THE TOWN.

George E. Spalding, note	\$1,143 06	
Luther Cram, note	624 34	
Lois Holt, "	149 46	
Benjamin G. Herrick, note	129 45	
A. J. Putnam & Co., George E. Spalding endorser	75 00	
		<hr/> \$2,121 31
C. F. Tarbell, on his collection of 1876	\$1,143 00	
" " " 1877	2,442 16	
Cash in the treasury	1,066 58	
		<hr/> \$4,651 74
Total amount of Town debt	\$13,991 72	
Amount due from collector and others	6,773 05	
Town debt less available means, Mar. 1, '77	\$7,713 34	
" " " " " 1, '78	7,218 67	
		<hr/>
Town debt reduced in the year ending March 1, 1878	\$494 67	
Submitted March 1, 1878.		

LEVI P. HADLEY,
ADONIRAM RUSSELL,
JASON HOLT,

Selectmen of Lyndeborough.

NATHANIEL T. McINTIRE, *Treasurer.*

REPORT OF THE OVERSEER OF THE POOR.

FOR THE YEAR ENDING MARCH 1, 1878.

EXPENSES OF COUNTY PAUPERS.

Due from the County as per last years' Report	\$9 75	
Paid for support of Sarah S. Fish	56 25	
" " " E. Buttrick	35 50	
" " " Alban Buttrick	19 00	
" " " B. H. Hall	40 50	
" " " William H. Clay	21 79	
" " " S. & D. Osgood	52 72	
" " " M. C. Draper	9 65	
		<hr/> \$245 16
By cash received of the county		234 16
		<hr/>
Due from the county to the town		\$11 00

EXPENSES OF TOWN PAUPERS.

Paid support of Polly Perham	\$59 50	
“ Emeline Holt	14 71	
“ A. F. Raymond and children	95 30	
“ Lafayette Herrick	119 31	
“ M. Raymond and children	33 87	
“ George N. Bishop	5 00	
Balance due from county cash paid out	11 00	
Overseers' bill and cash paid out	63 02	
		<hr/>
		\$401 71
By cash received of town treasurer	360 00	
“ “ county	9 75	
“ “ for rent L. Herrick House	4 00	
		<hr/>
		\$373 75
		<hr/>
Due the overseer		\$27 96
Due from the town for support of A. F. Raymond and children to March 1, 1878. . . .	\$17 00	
Submitted March 1, 1878.		

JONATHAN STEPHENSON,

Overseer of the Poor.

This certifies that I have examined the foregoing reports and find them correctly cast and properly vouched.

CHARLES F. TARBELL, *Auditor.*

MORTUARY RECORD FOR 1877.

<i>Date.</i>	<i>Name.</i>	<i>Years.</i>	<i>Months.</i>
March 13,	Mr. Richard Young	80	9
“ 31,	Mrs. Emeline Holt	58	
	Mr. J. Barron Clark, in California, Dec. 24, 1876, interred at Lyndeborough	54	
May 16,	Rev. E. B. Claggett, at New Fairfield, Conn., for twenty-four years pastor of the Congregational church in Lynde- borough	61	
June 10,	Mr. Manley Kidder	66	10
“ 14,	Mr. William M. Warner	21	9
July 21,	Mrs. Mina G. Lane	25	
“ 22,	Mrs. Mary D. Spalding	65	
Aug. 2,	Mr. Alfred A. Whitney	60	
“ 10,	Harry Dana Sargent		15
Feb. 10,	Mr. John Hartshorn	66	
“ 19,	Mr. George F. Cutter	39	

SCHOOL REPORT.

The fourth year of our supervision of your schools has nearly passed. We have been interested in your schools. It has been a pleasure to us to see your children steadily climbing the hill of science; and when we have met a few as teachers, and others in the active business of life, we have felt that our labors have not been in vain.

As this may be my last report, it is my desire to praise instead of censure. The summer terms were all very successful. Every school had its examination. With the winter terms came a change. Districts No. 4 and 10 had to change teachers. Two other schools had trouble in regard to order. On whom does this responsibility rest? Does the introduction of older pupils make the schools more difficult to govern? It does often. We need a better grade of teachers for the winter terms. Does the Prudential Committee know it or does he hire the one that comes along. Often the Superintending School Committee does know; but if the teacher passes an average examination he or she must make the trial, for it is difficult to reject a teacher because there are so many things to be taken into consideration.

You have expended over one thousand dollars in support of your schools the past year and what is the result? These pages will show in part. You have employed sixteen different teachers, who have taught twenty terms in your districts. You have extra classes in arithmetic, geography, reading and spelling. Grammar does not yet come to the front, but there has been improvement in this branch. Number of pupils attending the winter terms, 212. Studying grammar and composition, 60. There were 70 compositions handed to us during the year. From No. 6 we received 47. *Well done.* From a few of the compositions we copy as follows:

SCHOOL No. 2. *Delay not.*—"If we would succeed in life we must not delay in doing what is assigned us. If we have a composition to write or a task to be done we should not put it off till some other time, but do it at once. Put off nothing until to-morrow that we can do to-day is what we ought to bring into our daily lives, not waiting till some future time before we bring the saying into execution. To delay is to waste time, as it is said, 'Procrastination is the thief of time.' If we were going a journey and should arrive at the station one minute late, it would

be as bad for us as though we were one hour behind time. If such a thing did happen to us we should try and do better next time. A few minutes' delay in performing a duty often causes us and our friends much trouble."

Making the best of things.—"In passing through this life there are battles to be fought and victories to be won. Those who undertake anything of importance find that there are difficulties to be encountered and obstacles to be removed. Every day we are obliged to do many things which are neither pleasant nor agreeable, spending as much time in dreading our duties as it would take to perform them in the beginning. Scholars of our school know how practically this rule applies to them when they are called upon to write a composition or speak a piece. The task is usually delayed as long as possible. These duties are required of us often and we have done as well as we could and hope you will not criticise our efforts too severely."

School days.—"I have heard people say that what happened when they were young or during their school days was never forgotten. We have had a very pleasant school and I guess the scholars will say that we shall not forget our school days. I hope the memories of this term will be pleasant to all. If we have not learned something worth remembering it is our own fault."

School days.—"We must remember that school days are the happiest time of our lives. Every boy and girl should attend school. Now is the time to improve our minds for we shall soon be old enough to keep school. We should feel ashamed if we were only partly qualified for the vocation. Some scholars think, 'I don't feel much like studying to-day I will wait until to-morrow and study hard enough to make it all up.' When the next day comes they are disinclined to study, and their lessons are neglected from day to day, and when they are men and women they will say, 'Woe unto me for having been such a dunce at school.'"

SCHOOL No. 3. *Education.*—"We all know how important it is that we should have a thorough knowledge of the principal branches which are taught in our schools. To obtain it we must labor. Some may think it an easy task and will delay it spending their time in idleness until years have passed away and they have attained to manhood. Then they will regret being so foolish. It is never too late to learn, for none can learn too much. Without an education we should be almost useless and unhappy. Let us therefore while in youth, improve our time and fit ourselves for this life and future happiness."

SCHOOL No. 5. *School.*—"Our school days are days free from care and work only of the mind; which we should improve in study. Although we realize not that we are spending our happiest days in storing up knowledge for days that are to come. I think it may be so, for in these days we form a great many new acquaintances with teachers and scholars, which are such as to make us

fast friends. I hope these days will not be easily forgotten by any one of us, as we advance in years and mingle in society. We should now try and lay up rich stores of knowledge in trying to be diligent and ever ready to do as our teacher wishes us to do. I feel as though her task must be very hard; so many lessons to be heard; and so much explaining to enlighten our minds, with different studies which we have every day. I think we all should try to get our lessons as well as we can so as to lighten her labors."

SCHOOL No. 6. *Our Teacher*.—"There are many ways in which we can help our teacher. We should get our lessons promptly and answer every question. Remember where our lessons are. Paying close attention so as to know when our turn comes in spelling. We can help our teacher by telling the truth in regard to whispering. It will help her very much if we are at school early and never tardy. It troubles our teacher very much if we raise our hand often to ask her assistance about questions in the lessons which we could find out ourselves with diligent study.

We should get our lessons perfect.
We should never laugh or play;
We should try to help our teacher,
Try to please her every day."

School Girl.—"A model school girl is one who has her lessons perfect; obeys all the rules of school and pleases her teacher. She keeps her books neatly packed and is a good scholar. We have such scholars, in every school. We ought to be like the model school girl."

School Boy.—"Jasper Archibald and Joseph Armstrong were very different boys. Jasper was what the boys called a model school boy. Joseph was a stupid, lazy boy in the school-room but very smart outside of it in doing mischief. Jasper got all of his lessons, he respected and obeyed his teacher and was often at the head of his class, while Joseph never got his lessons and was always at the foot of his class, besides being idle and disobeying his teacher. Which is the model school boy?"

HOW TO GET A GOOD NAME.

"When 'tis school time then get ready,
Change your dress and comb your hair.
Take your books and start directly,
For you must be early there.

When 'tis time to learn your lessons,
Take your books and study well,
Take one lesson, look it over,
Till each answer you can tell.

Do not look round behind you,
Do not lie down in your seat,
Don't speak out unless you are asked too,
Keep your school books clean and neat.

Don't be saucy to the teacher,
Be respectful, be polite,
And be prompt in all your classes,
Get good lessons and do right."

SCHOOL No. 7. *School*.—"Our school is near its close, and I hope as we look back through the past term, that we all can say that we have learned something. It is our fault if we have not, our teacher has tried to teach us all that she could. We should try to learn all we can when at school, for when we are older we shall have to work. Many have said when too late: "Oh that I had improved my school days."

Grammar.—"Of all my studies grammar is the worst, but it ought to be the best for it enables us to speak and write correctly. Grammar ought to be one of our first studies in school but I am afraid it is the last. We ought to write more compositions. I like to write a composition when I have time to write a good one. One reason that there are not more people that speak and write correctly is because grammar is neglected in our schools."

SCHOOL No. 9. *The parting hour*.—"How sad it is that our school is about to close. I hope that we shall not lay our books away and not look at them until the next term. I hope we shall study at home and try to improve. We are now about to part for a short time. We part with regret. We cannot always be with those we love; but there is one who is always with us and guards us in the long and narrow way. If we do not meet again in this life we hope to meet again in the next world. We hope to meet many times before we meet to part no more. Let us remember that God's ways are not our ways, and everything that he does is for the best."

School.—"We go to school to study and learn. If we study well and try to learn the lesson that our teacher gives us we hardly ever fail, and when the teacher says, 'that is a good lesson,' we feel paid for all our labor, although we have labored hard to accomplish the task. Sometimes the scholars think that they cannot get their lessons, and instead of trying they will keep thinking of something else, till at last, throwing down their book in despair, they exclaim, 'Oh, that there was never such a thing as hard study.'"

Parents, again we present to you on paper a few more compositions; we would like to copy others which are excellent, but space will not permit. You will agree with me that improvement has been made in this branch of study the past four years. The number studying grammar and composition ought to be increased threefold, and then we have just made a beginning. Let us be wise in season.

The following lines were spoken by a little girl at District No. 9, and at that time your committee received a very nice bouquet

We bring to you flowers, and such beautiful flowers,
The gift of our Father above.
O see how they bloom through the bright summer hours,
Sweet symbols of innocent love.

A love that in rarest of seasons is true,
And such as we children cherish for you,
We give them as friendship moves us to do,
They come with affection's sweet call.

And oft as you look at the token so true,
 We know you will think of us all,
 Then take them, Committee, and always feel sure,
 That, fresh as their petals to-day,
 The love that bestows them will ever endure,
 When they may have faded away."

DISTRICT NO. 1.

Agent.—J. C. Ordway.

Teacher, Miss Lora Tarbell of West Windham. Miss Tarbell a beginner, taught this school throughout the year, and was very successful. The examination found that the scholars had made good progress. The class in grammar did well and could write sentences on the blackboard readily. Oral exercises were very interesting. At the commencement of the winter term, the pupils welcomed the teacher to the labors of the second term with pleasant smiles. We anticipated an interesting examination, but the storm prevented our attendance. Those present were highly pleased with the review. One person said that he had never witnessed a better examination in that school-room. We did not doubt it. Length of terms 8 and 13 weeks; number of pupils 24 and 26; wages, \$22 per month.

In this district the people had a private school, consisting of 24 scholars. The school was under the charge of Miss M. A. Pritchard, an experienced teacher. The school made good progress, and they were started in the right way to make greater progress. We hope the school will be sustained yearly.

DISTRICT NO. 2.

Agent—David Holt.

Both terms were under the charge of Miss Ella M. Dodge, of Francestown, who is one of our successful teachers. Such a display of memorizing we never saw. Oral exercises and speaking were excellent. The scholars were thorough and accurate in all their studies. The winter examination showed the same general good features and the classes in reading, history, grammar and arithmetic as they passed in review before us proved that much work had been accomplished. The boy or girl that could not attend this school, and learn well, we should say had but little interest in getting an education. Where there is a will there is a way, and he who wills to get an education will get it.

"Be not like dumb driven cattle,
 Be a hero in the strife."

Length of term, 7 and 9 weeks; number of pupils, 13 and 17; wages \$20 and \$24 per month.

DISTRICT NO. 3.

Agent — J. A. Tarbell.

The summer term was under the charge of Miss J. H. Karr, who came to her work well qualified. The examination was a successful one. Good classes in arithmetic, grammar, spelling, and other branches. Miss Karr commenced the fall term, but her health failing, the school was continued by Mr. Fred B. Richards, who taught it successfully to its close. The examination was interesting, and the classes passed in review before us in their usual thoroughness and accuracy. Mr. Richards taught the winter school and won the love and respect of the scholars. The school showed thorough drill, not from the books merely, but orally. Improvement in reading, grammar, arithmetic and spelling. The little boy's closing piece was well spoken. The little girls did well in the closing song. In fact an interesting examination in a bad school room. Length of terms, 9, 10 and 11 weeks; number of pupils, 47, 51 and 50; wages, \$27, \$29 and \$36 per month.

DISTRICT NO. 4.

Agent — William Osborne.

Teacher, Miss Nettie M. Carson, of Mont Vernon. She came to her work with some experience, having taught two months. She commenced her school with a will to succeed, but owing to circumstances, which those interested will understand, she closed her school at the end of five weeks. The school was continued by Mr. John Carson, a beginner. We were well satisfied with the appearance of the school at the beginning of his term. By what we saw we felt sure that he would insist upon thoroughness and accuracy in the pupils' studies. And at the examination we were not disappointed. This teacher has qualities denoting the successful teacher. Length of school, 9 weeks; number of pupils, 20 and 7; wages, \$26 and \$32 per month.

DISTRICT NO. 5.

Agent — A. Buttrick.

Both terms were under the charge of Miss Katie S. Curtis, who is one of our successful teachers. The examination of the summer term was interesting. Good classes in arithmetic, grammar, reading, and algebra. Sentences were written on the black-board correctly. Speaking excellent; writing-books neat and clean; school-room nicely decorated. At the beginning of the winter term we found the school in satisfactory order. As we did not get word in season, we failed to be at the examination.

Length of each term, 11 weeks; number of pupils, 14 and 22; wages, \$12 and \$16 per month, board given.

DISTRICT NO. 6.

Agent — Harvey Perham.

Teacher — Miss Grace H. Crosby, of Milford. This was her first term. She succeeded in keeping a very good school. The examination was pleasing to all present. Good classes in all the branches. Composition and speaking were excellent. The mottoes of this school were, "Excelsior," "Try, Try, Again." School room decorated nicely, not excelled in town.

WINTER TERM.

Teacher — Mr. George W. Battles of Mont Vernon. Mr. Battles is an experienced teacher and came to his work with a determination to succeed and he did succeed. The examination showed progress in reading, arithmetic, grammar and other studies. Compositions were extra. Thirty-five were handed to us at the close of school. Exercises upon the blackboard were very pleasing. Two pupils did not miss in their spelling lessons during the term. The Prudential Committee visited the school throughout the year eleven times. Resolved that such a committee be kept in office. Length of terms 8 and 11 weeks; number of pupils 18 and 22; wages \$22 and 20, board given last term.

DISTRICT NO. 7.

Agent — Mr. S. B. Richardson.

Both terms were under the charge of Miss Hattie Carson, of Mont Vernon, whose reputation is established as one of our best teachers. The summer examination showed good classes in arithmetic, geography, grammar, reading and spelling. Order very good. In a spelling class of eight girls three did not miss during the term. The scripture texts repeated by the pupils at the close of school, were very interesting. The winter term was an improvement on the above exercises. Although the day was very stormy, and a few scholars were not there, we have seldom seen a better examination. The exercises upon the black-board showed thoroughness and accuracy in arithmetic. This term, a class in spelling, consisting of ten girls and four boys, the girls did not miss in their regular spelling lesson during the term. Ida B. Brown, Laura Rose, and Etta J. Curtis did not miss a word throughout the year. Length of terms, 8 and 12 weeks; number of pupils, 24 and 27; wages, \$20 per month.

DISTRICT NO. 8.

Agent — L. P. Spalding.

Teacher, Miss Lizzie R. Kidder. This was her first attempt at teaching. Although young in years, having acquired her educa-

tion in the schools of Lyndeborough, her school was successful and profitable. Examination was satisfactory. Scholars were wide awake in answering questions. Very prompt and accurate for young pupils.

WINTER TERM.

Teacher, Miss Julia A. Dodge, of Francestown. A very successful teacher, having taught 39 1-2 months, a portion of the time in this town. At the first of the term we found teacher and scholars working harmoniously. The examination was a success. Classes as they passed before us showed promptness and accuracy. Dialogue, speaking and composition were very good. A good class in algebra. The scripture texts repeated by the school were very pleasing. The parents were so much pleased with the progress of the scholars, that Miss Dodge was engaged to teach a private school of three weeks.

Length of terms, 6 and 7 weeks; number of pupils, 8 and 17; wages, \$12 and \$18 per month.

DISTRICT NO. 9.

Agent — Mr. F. E. Thrasher.

Miss Lizzie H. Cummings had charge of this school during the year. We were well satisfied with the appearance of the school at the beginning of the term. The examination showed thorough work. The pupils, taught orally in geography, and grammar, succeeded well. The classes in grammar, arithmetic and geography, gave satisfactory credit to themselves and teacher. A lovely bouquet was presented to us by a little girl. Many thanks.

The second term showed an improvement on the first term. The classes did well in the various branches. Speaking, singing, and oral exercises were interesting. This teacher would succeed well in a larger school. Length of terms, 8 weeks each; number of pupils, 15 and 16; wages, \$20 per month.

DISTRICT NO. 10.

Agent — Henry Fisher.

Teacher — Miss M. A. Pritchard, who commenced teaching in 1850. At our first visit we found good order and the scholars starting upon right principles. The examination showed thorough work. Good classes in geography, reading and spelling. Speaking, singing and compositions were excellent. Dialogue and select reading were pleasing. The Composition class could compose and write sentences very readily. The winter school was commenced by Mr. Charles Brown, of Mont Vernon, a beginner. He

did not start right, and after teaching about four weeks, gave the school up. He possessed a good education, but lacked in energy to govern. The school was continued by Mr. George K. Wood, of Francetown, an experienced teacher, who succeeded in a short time in getting the scholars interested. Full of energy and animation himself he imparted a good share of life to the school. The school showed decided improvement. The classes in geography, philosophy and arithmetic answered questions promptly and rapidly. This school is now in session. Length of first term 9 weeks; number of pupils 9 and 14; wages first term, \$8.00 per month. board given; second term \$12.00 per month.

REMARKS.

Friends of education, this survey of your schools is encouraging. A work has been done, the influence of which will never end. All of your children have received impressions for good that will be lasting, and of more value than wealth. Many scholars have made new resolves to push on upward in the path of learning. Teachers have renewed their vows, that they will rise higher and higher in their vocation. Parents, catching the inspiration from both teacher and pupil, will say "the work shall go on. Our motto is now and forever, "*Onward*." Teachers, come to your work well qualified. A teacher can teach school with a little knowledge, and appear to be very successful. But the school will be in part like the teacher, superficial. All teachers should understand thoroughly what they teach, and add to their knowledge daily; being able to tell scholars how to work out an example without doing it on the slate or black-board for them. In review lessons the teacher should be able to ask general questions without using a book. At the examination the same course should be taken. We have such teachers but we want more. Work and study on the part of teachers will place them in this position.

Some teachers go into the school room to learn for the pupils, when the pupils should learn for the teacher. The pupils are to tell daily what they have learned, and if they think deeply they will instruct the teacher; this is the natural result of right thinking. Rev. J. Cook was asked by his father when a lad, as to the vocation he would select, replied that he would be a teacher of teachers. It should be the aim of teachers to draw out thoughts from the pupil's minds inducing them to think. The teacher should encourage the pupils to ask questions, and they will after a while ask difficult questions. A father was talking with his little boy, three years old, trying to impress upon his mind that God made all things, when the boy asked, "Who made God?"

Parents, your position is by the side of the teacher. In many ways you can educate your little ones. Lead them in the right ways; in part you can give direction to their minds; teach them what you know. It is by teaching little things that a child is advanced in knowledge. You need not take but little time to do this. A few questions asked daily will amount to a great deal in a year. It is the daily exercise of the mind that makes it strong and vigorous. Every difficulty that your child overcomes only adds to his strength, and in time he becomes thoroughly strong through difficulties.

Scholars, we would say to you, *press on*. You have done well the past year. Your perseverance in spelling is worthy of praise. To those who have not in their regular spelling lessons missed a word during the year we would say, *well done*. Your compositions have been excellent. Do better next year. Who will be the best speller, reader and writer; *the best in all branches*. We seem to hear you echo: *All*.

Voters of Lyndeborough, to-day you will be called upon to sustain your schools. Do it cheerfully and the reward is yours. The extra two hundred dollars which you voted, for the support of schools, a year ago; who can compute its value. You were able by the use of that money to have longer terms and the youth of Lyndeborough have received the benefit, which is of value to the whole town. Then *go forward*. If you don't hesitate to vote money to educate the rising generation, we shall continue to be a *free and enlightened people*.

L. G. BROWN,
Supt. School Committee.

LYNDEBOROUGH, March, 1878.

